

Kentucky Department of Education Program Review Guide for Practical Living/Career Studies, Writing, and Arts & Humanities

Section 1: Overview



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NOTES

The Kentucky Department of Education (KDE) wishes to thank those who assisted in the development of these Program Reviews. KDE gives special thanks to:

- The 35 Kentucky educators who originally authored the program reviews;
- The 48 schools who piloted the original program reviews and the process;
- The Regional Educational Laboratory Appalachia for providing technical assistance for the pilot;
- The Collaborative for Teaching and Learning;
- The Kentucky Coalition of Arts Educators; and
- The countless teachers and administrators across the Commonwealth of Kentucky who provided valuable insight and feedback.

SECTION I: PURPOSES AND USES OF THE PROGRAM REVIEW GUIDE

In March 2009, Kentucky's General Assembly passed Senate Bill 1. Passage of this bill established the implementation of a program review to be included as part of a new assessment and accountability model. A Program Review is

...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They serve a number of purposes, which include

- improving the **quality** of teaching and learning for all students in all programs
- allowing equal **access** for all students to the skills that will assist them in being productive citizens
- allowing student **demonstration** of understanding beyond a paper-and-pencil test
- ensuring a **school wide natural integration** of the program skills across all contents, beyond the program areas

Program reviews are designed to impact instruction school-wide, across all content areas, not just within the program these reviews measure. The intent is that skills and concepts learned in these programs will be naturally integrated into all content areas to provide students access and learning opportunity across the curriculum.

The review of a program should be an on-going, year-round, reflective process. Through careful review, schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As the staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement.

Contents of this Guide

The Kentucky Department of Education (KDE) Program Review Guide is provided to assist schools in conducting required regular school-wide program reviews. The KDE Program Review Guide includes a variety of resources and recommended processes for program review.

Section 2: *Conducting and Using Program Review*-provides step-by-step information about how to prepare for and conduct a Program Review for Writing, Arts & Humanities, and Practical Living/Career Studies. It includes strategies for engaging all stakeholders, resources for reviewing programs, and processes for completing reviews. Finally, it includes information about how schools can effectively respond to Program

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Review results to continuously improve program implementation and student learning results.

Section 3: *Content and Completion of Program Review Rubrics*-- provides step-by-step information about how to use the individual Program Review Rubrics to assess school programs and produce reports of program status for stakeholders after evidence has been identified. It also includes the rubrics for review of each program as well as reporting resources and processes to support schools in completing a body of evidence and summary report of school status and plans for continuing program improvement.

Appendix: Tools and Resources - includes reporting resources that schools may choose to use during program reviews.

Internal Program Review: School Level

The Kentucky Department of Education recommends that schools use a systematic, on-going process to review their programs, reflect on the evidence and use that formative information to improve their Writing, Arts & Humanities, and Practical Living/Career Studies programs. Internal program reviews for Writing, Arts & Humanities, and Practical Living/Career Studies should be conducted three times per year (beginning, mid-, and end of year) to allow for formative reflection about their programs and to monitor implementation of planned improvements.

Conducting a program review at the beginning of the school year allows schools to

- determine their current level of performance
- identify program strengths and areas for needed growth
- develop initial improvement plans
- ensures programs are fully prepared for quality implementation
- determine where school wide integration of program skills is needed

Conducting a program review mid-year

- engages stakeholders in formative reflection about their programs based on identified evidence
- ensures that programs are being implemented as planned
- affirms the program needs are being addressed
- informs the decision to continue or adjust implementation plans

Conducting a program review at the end of the school year

- determines the level of school wide natural integration of the program skills across all contents, beyond the program areas
- provides an annual check-up for each program
- allows schools to reflect on the impact of program improvement decisions and implementation strategies throughout the year

Initial program review can be time consuming because it involves setting up processes for analyzing evidence and completing baseline measure and reporting. However, after the initial program review is completed, processes and evidence will be in place to make ongoing

program review efficient to manage. By identifying detailed program evidence, and keeping that evidence current on an ongoing basis, regular program review becomes a simple process of

- revisiting existing evidence
- examining new evidence
- revisiting rubric results to adjust measurements, update reports, and provide new recommendations for program improvement where necessary

Internal program reviews may be conducted by teams that include representation from all stakeholders (staff, parents, students, and relevant community members), and schools should set up a committee process for review in each program area. Program reviews should include all evidence available to support the review process. See Section 2 for more information about review processes and evidence identification.

External Program Review: District Level

An annual external program review is the responsibility of individual school districts to conduct at the end of the school year. As schools complete periodic reviews, they will identify evidence, complete rubrics, and prepare reports into sets of information they will provide their SBDM council, or if they have no school council, it will be provided to a committee appointed by the principal. As a result of ongoing internal program reviews, district review teams will be able to request and review Program Internal Review reports provided to SBDM Council Program for monitoring and support purposes. At the end of year, district leaders may complete a process for visiting schools to ensure that the evidence, reports, and recommendations provided by schools present an accurate and complete representation of program status and improvement efforts.

See Section 2 for processes and materials districts may use to complete an external program review.

State Review

The Kentucky Department of Education will use program review reports, including their rubrics and supporting evidence for a verification review process.

Value for Specific Stakeholders

District Leaders: The annual external program review process and the ongoing school level reports to the SBDM Council allow district leaders to have more current and ongoing information about the actual quality of program implementation in schools ensuring that all students have access to effective instructional programs. Program review reports (including rationales with detailed lists of supporting evidence, completed rubrics, and reports to the SBDM Council with recommendations for program improvement) allow district leaders to have a single data source to review and monitor program quality.

School Leaders: Internal program review processes allow school leaders to draw on, and build, the expertise and commitment of the teaching community to continuously improve program quality. In addition, regular completion of the review process and review sets

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(including rationales with detailed lists of supporting evidence, completed rubrics, and reports to the SBDM council with recommendations for program improvement) allow school leaders to have a single data source to share information with stakeholders and monitor the fidelity of program implementation. Engagement of all stakeholders in the review process also ensures that school leaders are actively working to share and distribute instructional leadership across the community, with program effectiveness and student learning as the primary goal of program implementation.

Teachers: Internal program review processes provide valuable instructional information for teachers. By enlisting teachers from all content areas in the process of identifying and documenting broad-based program evidence, schools better ensure that teachers are aware of the various sources of evidence they should consider when reflecting on the quality of their own individual instructional practice, and the extent to which they are ensuring that all students have access to effective instruction. In addition, provision and completion of the program rubrics ensures that teachers are aware of the distinctions between quality instructional practices, and those that are in need of improvement – and how to use the content of the program review rubrics to make important decisions about ongoing improvement of their own practice.

Students: Internal program review processes that draw directly on evidence of student learning ensure that the needs of students are of primary importance in program decision making. By including students in the review process, schools include direct information from their primary clients, and ensure that all students have access to a high quality education.

Parents: Internal program review processes that include parents ensure that schools are honoring the concerns and needs of parents as the primary stakeholders in student lives. By engaging parents in program review committee work, schools draw on potential expertise and perspectives that may not normally be a part of school decision making. Parents, as the primary student stakeholders, should not only be fully informed of program implementation and improvement efforts, but should help guide the ongoing development of programs for their children.

Community Stakeholders: Internal program review processes that include relevant community stakeholders, beyond teachers, parents, and students, draw on the expertise and experience of stakeholders who work to support school program implementation. In addition, by engaging other community stakeholders, schools open pathways that will regularly include these stakeholders in active, ongoing work in classrooms over time.

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